

JOB DESCRIPTION

POST TITLE:	Vocational Support Assistant
GRADE:	£21,150.13 (£23,582.39 pro rata) per annum
RESPONSIBLE TO:	Head of Inclusion
RESPONSIBLE FOR:	Supporting students who declare support needs in class and on a one to one basis
DIRECTORATE:	Various
WORK ARRANGEMENTS:	37 hours per week/40 weeks per year

PURPOSE OF THE POST

The post holder will:

1. Support students with a declared need in class and on a one to one basis
2. Provide high quality support which incorporates appropriate reasonable adjustments
3. Meet funding requirements and SEND legislation by documenting interventions progress with Support Time Logs and EHCP review documentation.
4. Contribute to the continuous improvement of inclusive practice across the organisation, and support curriculum colleagues to apply SEND processes.

DUTIES AND RESPONSIBILITIES

1. Support students with identified and potential learning difficulties and disabilities in the classroom, and in workshops., providing reasonable adjustments in line with the social model of disability.
2. Liaise with teaching staff in order to agree aims and strategies for each lesson, using group profiles to inform practice.
3. Work with other (non-medical / care need) SEND students as and when required.
4. Provide support according to Learner Inclusion Plans and other related SEND guidance, and provide feedback to SEND Advisors where amendments may be required.
5. Adapt written and verbal communication to meet the needs of each individual, e.g., using plain English and visual methods where required.
6. Support students to practice study skills such as note taking, planning and organisational skills so that they can then do those more independently

7. In collaboration with other teams, assist students with learning difficulties to manage their behaviour, time and work.
8. Work with student and relevant others to understand behaviours that challenge, and embed suitable education interventions to enable positive behaviour change.
9. Demonstrate a commitment to emotional literacy, behaviour as communication and preparation for adulthood through reflective practice and continuous professional development.
10. Promote and be able to demonstrate assistive technology to help promote independence in students e.g., using wellbeing related apps and technology for learning.
11. Maintain records within college systems to evidence insight, interventions and impact for ALS funding.
12. Share information about EHCP students' engagement, achievement and progression with the SEND Business Partner.
13. Share information about learners with CM/VL/MEL and LEAPs where appropriate to inform at risk meetings and identify appropriate intervention strategies.
14. Work with other college support services to provide transition visits to the curriculum area, continuing to be a key point of contact as select learners settle into college.
15. Support the curriculum area to ensure appropriate reasonable adjustments are in place during recruitment activities.
16. Complete EHCP review documentation, commenting on progress towards EHCP outcomes for all assigned students.
17. Act as invigilator during examinations where necessary, implementing exam access arrangements as required
18. Follow the LSA handbook
19. Role model excellent inclusive practice and support colleagues to apply SEND related practices and resources.
20. Participate in staff development weeks and inset days and demonstrate a continuous commitment to professional development around disability, behaviour and wellbeing.
21. Work effectively together with classroom based, work based and cross-college colleagues as one team, respecting and valuing each other to deliver outstanding services to students.
22. Deliver safe and engaging activities, during lunch times and break times, to support students to feel safe, and make friends.
23. Where required, assist students with learning difficulties and/or disabilities to meet their transport arrangements e.g. to and from taxis or travel provider (including ensuring that they are able to travel home safely, in the event of a college closure)
24. Where required, assist students with personal evacuation plans from the College in case of an emergency or practise drill.
25. Ensure students work safely under Health and Safety regulations for various workshop situations.

26. Provide assistance on College trips and work experience where appropriate, ensuring that those with reduced independence skills are suitably planned for.

27. Be willing to travel to other Chesterfield College group sites, if required

GENERAL

1. Work effectively as a team, listen, consult and work in partnership to shape the future success for our Group community.
2. Take an active role in the health, safety and welfare of students/apprentices and staff, ensuring attendance at all mandatory training and adhering to all policies and procedures.
3. Take responsibility for one's own professional development and continually update, as necessary, participating in appropriate staff development activities, as required, including the Professional Development Review.
4. Act as an ambassador for the Group, being positive and professional at all times.
5. Comply with all legislative and regulatory requirements.
6. Apply the Group's Safeguarding Policy and practices and attend all training as requested.
7. Comply with the Group's Equality, Diversity and Inclusion Policy, promoting an inclusive environment where every individual is treated with kindness and respect.
8. Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.
9. Take responsibility for keeping personal data safe, ensuring compliance with the data protection policy and procedures and attending all mandatory training.

Person Specification

Post:	Vocational Support Assistant	Department:	Various
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Key Requirements:

	Essential/ Desirable	Assessed
Qualifications:		
Level 2 or above in a sector area	D	A
Level 2 in English and Maths	E	A
Level 2 in supporting teaching and learning	D	A
Experience:		
Experience of working with those with limited independence skills, resulting in positive outcomes	E	A / I
Experience of providing a range of support types in an educational environment	E	A / I
Successful experience of working with young people with special educational needs	E	A / I
Experience of working with young people whose behaviour can challenge, resulting in positive outcomes	D	A / I
Experience of leading small group social or learning activities	D	I
Experience of mentoring colleagues	D	A / I
Skills/Knowledge:		
Excellent speaking and listening skills, including the ability to adapt communication to audience, context and surroundings	E	A / I
Good standard of written communication	E	A
Excellent interpersonal skills	E	I
Good knowledge of a range of disabilities, associated challenges and relevant reasonable adjustments	E	A / I
Good knowledge of assistive technology	D	T
ICT literate	E	A
Good understanding of the social model of disability, universal design and equity.	E	A
Good organisational skills	D	A
Understanding of behaviour and how that often communicates unmet needs	D	T
Qualities:		
Continuous demonstration of professional standards	E	A
Continuous demonstration of inclusive practice	E	I
Highly reliable	E	I
Other Requirements:		
Good understanding of GDPR and the importance of professional confidentiality	E	A
An understanding of Safeguarding of Children & Vulnerable Adults within the workplace	E	I
Full commitment to Equal Opportunities and anti-discriminatory working practices	E	I
Flexibility in terms of hours of work	E	I
Flexibility to work at different college sites	E	I

E = Essential D = Desirable A = Application I = Interview T = Test

Produced by:	CG	Date Produced:	
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